



Meeting of the Academic Senate Executive Committee

Tuesday, May 14, 2019

01-409, 3:10 to 5:00pm

- I. **Minutes:** Approval of April 23, 2019 and May 9, 2019 minutes (pp. 2-4).
- II. **Communication(s) and Announcement(s):**
- III. **Reports:**
 - A. Academic Senate Chair:
 - B. President's Office:
 - C. Provost:
 - D. Statewide Senate:
 - E. CFA:
 - F. ASI:
- IV. **Business Item(s):**
 - A. **Appointment of Luis Castro, CAFES to the Academic Senate Instruction Committee for the 2019-2020 term:** (p. 5)
 - B. **Appointment of John Hagen, CSM, as the Academic Senate Instruction Committee Chair for the 2019-2020 term**
 - C. **Appointment of Clinton Francis, CSM as substitute for Kristin Hardy for the 2019-2020 Academic Year**
 - D. **Resolution on Subject Area Guidelines (I) for General Education 2020:** Gary Laver, General Education Governance Board (pp. 6-16)
 - E. **Resolution on Updating USCP Review Committee and Responsibilities:** Dustin Stegner, Chair, Academic Senate (pp. 17-18)
 - F. **Resolution Establishing the Academic Senate Diversity Committee:** Dustin Stegner, Chair, Academic Senate (pp. 19-20)
 - G. **Resolution on Updating the Diversity Learning Objectives:** Jose Navarro, General Education Governance Board and Office of University Diversity & Inclusion (pp. 21-23)
- V. **Discussion Item(s):**
- VI. **Adjournment:**



CAL POLY
Academic Senate

Meeting of the Academic Senate Executive Committee
Tuesday, April 23, 2019
01-409, 3:10 to 5:00pm

- I. **Minutes:** M/S/P to approve the April 2, 2019 Academic Senate Executive Committee minutes.
- II. **Communication(s) and Announcement(s):** none.
- III. **Reports:**
 - A. Academic Senate Chair: none.
 - B. President's Office: Jessica Darin, Chief of Staff, reported on response rates to the CPX survey thus far, the Welcome Center opening on April 30th, the groundbreaking of the new Science and Agriculture Teaching and Research Complex on May 3rd, and Cal Poly's NCAA violation and penalties.
 - C. Provost: none.
 - D. Statewide Senate: Jim LoCascio, Statewide Senator, reported some resolutions in the works at the Statewide Senate and Assembly Bill 1620 which would affect what students pay out-of-state tuition.
 - E. CFA: Lewis Call, CFA President, reported that the new permitless parking system would not allow information to be shared with immigration organizations. Call also reported that non-ethnic studies courses could still count towards AB 1460 as long as they meet the established competencies.
 - F. ASI: Mark Borges, ASI Board of Directors Chair, reported that ASI elections took place April 24th and the announcements were made April 25th. He also reported that the student government leaders planned to meet with the county supervisor, Debby Arnold, Friday, April 26th.
- IV. **Business Item(s):**
 - A. **Appointments to Academic Senate Committees for the 2019-2021 term. M/S/P to make the following appointments to Academic Senate Committees:**

<u>College of Architecture and Environmental Design</u> Ike Kang, Animal Science <u>College of Liberal Arts</u> Ronald C. Den Otter, Political Science Jane Lehr, Ethnic Studies/Women's and Gender Studies <u>College of Science and Math</u> Bob Clark, Kinesiology and Public Health	<i>Grants Review Committee</i> <i>Distinguished Scholarship Awards Committee</i> <i>Grants Review Committee</i> <i>Distinguished Teaching Awards Committee</i>
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 - B. **Appointments to University Committees for the 2019-2020 academic year. M/S/P to make the following appointments to University Committees:**

<u>Academic Assessment Council</u> Damian Kachlakev, Civil and Environmental Engineering <u>Athletics Advisory Board</u> Adam Bordeman, Accounting <u>Conflict of Interest Research Committee</u> Richard Volpe, Agribusiness	<u>Faculty Advisory Committee on Library</u> John Sharpe, Physics <u>Graduation Writing Requirement GWR Advisory Board</u> Ashley McDonald, Chemistry and Biochemistry <u>Substance Use and Abuse Advisory Committee</u> Candace Winestead, Biological Sciences
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 - C. **Resolution on the Campus Chick-Fil-A.** Thomas Gutierrez, Academic Senate Vice Chair, presented a resolution that proposed removing Chick-Fil-A from Cal Poly's campus due to their donations to anti-LGBTQ+ organizations. It also encourages Cal Poly and Cal Poly Corporation to reexamine other business practices to ensure they align with the university's diversity and inclusion values. M/S/P to agendize.

- D. **Resolution on Title IX Training.** Nicole Jacobs, Women's and Gender Studies, presented a resolution recommending faculty take Title IX Refresher Training. It also recommends Cal Poly support Title IX training offerings and establish incentives to encourage faculty and staff to participate. M/S/P to agendize.
- E. **Resolution Requiring a Representative from the Budget and Long-Range Planning Committee to Always Have Representation on the President's Advisory Council for Planning, Process, and Budget.** Sean Hurley, Budget and Long-Range Planning Committee Chair, presented a resolution requesting the Academic Senate Chair appoint either the Budget and Long-Range Planning Chair or another committee member to always be one of the three faculty members on the President's Advisory Council for Planning, Process, and Budget. No motion was made.
- F. **Resolution on Graduate Blended Program Policies.** Brian Self, Academic Senate Curriculum Committee Chair, presented a resolution that would approve the blended programs policy published by the Chancellor's Office. M/S/P to agendize.

V. **Discussion Item(s)**: none.

VI. **Adjournment**: 4:57 P.M.

Submitted by,

Katie Terou

Katie Terou
Academic Senate Student Assistant



Meeting of the Academic Senate Executive Committee

Thursday, May 9, 2019

47-37C 11:00 am to 12:00 pm

I. **Discussion Item(s):**

- A. **Statewide Senate GE Task Force.** Dustin Stegner, Academic Senate Chair, discussed what the Executive Committee would like to do in regards to the Statewide Senate GE Task Force report. The committee decided to write a letter to the expressing their displeasure with the report.
- B. **Campus Advisory Council Membership.** Dustin Stegner, Academic Senate Chair, talked about faculty representation on the President's Campus Advisory Council. The Executive Committee decided they would make an official decision on the matter at their next meeting.

II. **Adjournment:** 11:59 AM

Submitted by,

Katie Terou

Katie Terou

Academic Senate Student Assistant

Statement of Interest

Name: Luis Castron

College: CAFES

Department: Food Science & Nutrition

Status – please check one:

☒ Tenure track

☐ Lecturer

☐ Tenured

☐ FERP

Number of Years at Cal Poly:

Which committee do you wish to serve on? Instruction Committee

Senate committees ONLY

Would you be willing to chair the committee if released time was available? ☐ Yes ☒ No

Incumbent? ☐ Yes ☒ No

If you are presently ending your term on a committee, you must indicate your interest in continuing on that committee for an additional term by returning this form.

Statement of Interest

Please provide a brief statement of interest including accomplishments, expectations, projects, goals, etc., as they relate to the committee's charge.

Guidelines for writing a Statement of Interest available at:

<http://content-calpoly-edu.s3.amazonaws.com/academicsenate/1/documents/GuidelinesSOI.pdf>

My name is Luis Castro, I am assistant professor in the Food Science and Nutrition department and I am very interested in serving in the Academic Senate Instruction Committee. I am very passionate about teaching and ever since joining Cal Poly I have attended various workshops on teaching and assessment methods which I have implemented in my classes. I wish to be more involved with policies and decision making regarding improvement of the quality of teaching on campus, grading and instruction in general. From my various activities I have become aware of the many different teaching and learning techniques, I am currently working on flipped classroom and team based learning techniques, my goal is to share what I have learned and contribute to the teaching excellence at Cal Poly.

PLEASE NOTE: If applying for more than one committee, candidates are required to submit a separate *Statement of Interest* form for each committee.

Please return statement of interest form to ggregory@calpoly.edu or the Academic Senate Office, 38-143.

Adopted:

**ACADEMIC SENATE
of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA**

AS-____-19

**RESOLUTION ON SUBJECT AREA GUIDELINES (I)
FOR GENERAL EDUCATION 2020**

- 1 WHEREAS, Cal Poly's Academic Senate has approved the *Template for General Education 2020*; and
2
3 WHEREAS, Implementation of the new *Template* requires the establishment of course criteria and
4 educational objectives for all General Education courses; therefore, be it
5
6 RESOLVED: That the Academic Senate of Cal Poly approve the attached *Subject Area Guidelines*
7 covering Areas A and B in the *Template for General Education 2020*; and be it further
8
9 RESOLVED: That these *Guidelines* be used for the review and implementation of pre-existing and
10 proposed General Education courses from Areas A and B within the 2020–2021 and
11 subsequent catalogs.

Proposed by: General Education Governance Board
Date: May 9, 2019

General Education Subject Area Guidelines

The General Education (GE) program is compliant with CSU requirements and is uniquely tailored to our comprehensive polytechnic education. At Cal Poly all curriculum, including General Education curriculum, is designed and taught by faculty with appropriate training and disciplinary expertise. Educational objectives are expectations for student learning, achievement of which can be periodically assessed. Course criteria are expectations for course design that will be used in the consideration of the course proposal, course modifications, and course renewal. Educational objectives and course criteria for General Education subject areas are included below. General Education class instruction includes the opportunity for skill acquisition, development, evaluation, and self-reflection.

English Language Communication and Critical Thinking

Area A

Speaking, writing, and reasoning skills are foundational for developing and demonstrating communication competency. The purpose of GE Area A is to enhance students' abilities in listening, speaking, reading, and writing through active-learning and practice. Speaking and writing are fundamental modes of expression that rely on the principles of rhetoric, sound reasoning, and critical thinking. Area A courses also examine the ethics of communication and explore issues related to diversity and inclusion. Overall, courses in Area A prepare students to communicate in effective, ethical, and inclusive ways across disciplines and in a globalized context.

The Area A sequence assumes that the mastery of well-reasoned and effective communication must be achieved over time. Development of these foundational communication skills is crucial to a student's success at the university and beyond. Courses in Area A illustrate why the general education program is a vital component of a student's educational experience and allow a student to experience how the general education program supports and enhances the curriculum of their major.

Oral Communication – A1

The purpose of GE Subarea A1 is to help students develop their oral communication skills in English by examining principles of listening, speaking, reading, writing, and analyzing audiences from a rhetorical perspective. The ethics of oral communication is also explored, with attention to issues related to diversity and inclusion. Learning objectives are organized in a scaffolded manner; as students achieve lower-numbered objectives, it is expected that they will apply that knowledge in achieving higher-numbered objectives.

A1 Educational Objectives

Upon completion of a qualifying A1 course, students should be able to:

EO1 Explain how audience and rhetorical situation influence topic, genre, content, style, and delivery in creating and presenting effective oral communications;

EO2 Practice a recursive process of reading, writing, speaking, and listening in composing and revising oral communications;

EO3 Demonstrate information literacy through the successful search, discovery, critical evaluation, and ethical reporting of information;

EO4 Employ sound reasoning, effective organization, and accuracy in expression based on audience awareness and an understanding of cultural differences in communication norms and practices;

EO5 Use effective listening skills by studying and practicing the principles of active listening;

EO6 Compose persuasive effective, ethical, and inclusive oral communications.

A1 Criteria

The course proposal and expanded course outline for courses in A1 must clearly indicate how the course meets *each* of the following criteria:

CR1 Students complete a minimum of 3 original oral presentation assignments with:

- a. At least one informative presentation;
- b. At least one persuasive presentation;
- c. A total of at least 21 minutes of graded speaking time per student across oral presentation assignments;

CR2 Instructional materials and course content (e.g., readings, examples used in class, course assignments) incorporate contributions made by individuals from diverse and/or underrepresented groups;

CR3 As appropriate, address issues of sustainability;

CR4 Course capacity is set at 18–22 students.

Written Communication – A2

The purpose of GE Subarea A2 is to teach writing, rhetoric, and composition and to help students develop their written communication skills in English by examining rhetorical principles of reading, writing, and analyzing audiences. The ethics of written communication should also be explored with attention to issues related to diversity and inclusion. Learning objectives are organized in a scaffolded manner; as students achieve lower-numbered objectives, it is expected that they will apply that knowledge in achieving higher-numbered objectives.

A2 Educational Objectives

Upon completion of a qualifying A2 course, students should be able to:

EO1 Explain how audience and rhetorical situation influence topic, genre, content, and style in composing effective written communications;

EO2 Practice a recursive writing process that includes drafting, peer review, revision, and editing;

EO3 Recognize that the writing process is necessary to the discovery, development, and clarification of ideas;

EO4 Demonstrate information literacy through the successful search, discovery, critical evaluation, and ethical reporting of information;

EO5 Employ sound reasoning, effective organization, and accuracy in expression based on audience awareness and an understanding of cultural differences in communication norms and practices;

EO6 Compose persuasive written arguments that advocate on issues of personal and/or social import using sound reasoning and evidence.

A2 Criteria

The course proposal and expanded course outline for courses in A2 must clearly indicate how the course meets *each* of the following criteria:

CR1 Students complete a minimum of 4 writing sequences including non-fiction narrative writing, rhetorical analysis, and argument;

CR2 Students write a minimum of 3,000 words across all writing assignments; instructors may choose to include tasks like revision plans, topic proposals, and post-writing reflections in their word count;

CR3 Meet all other criteria for GE writing-intensive courses (GE Writing Intensive Requirements);

CR4 Instructional materials and course content (e.g., readings, examples used in class, course assignments) incorporate contributions made by individuals from diverse and/or underrepresented groups;

CR5 As appropriate, address issues of sustainability;

CR6 Course capacity is set at 18–22 students.

Critical Thinking & Communication – A3

The purpose of GE Subarea A3 is to help students develop their reasoning skills in English by examining principles of argumentation, reasoning, and logic across the range of modalities and technologies in which composing occurs. Courses in Subarea A3 enable students to assess the reasoning strategies and ethics of their own and others' communication. The ethics of communication are also explored, with attention to issues related to diversity and inclusion. Given that critical thinking is often explored and expressed through modes of communication, A3 courses are designated as writing intensive. Learning objectives are organized in a scaffolded manner; as students achieve lower-numbered objectives, it is expected that they will apply that knowledge in achieving higher-numbered objectives.

A3 Educational Objectives

Upon completion of a qualifying A3 course, students should be able to:

EO1 Identify the rhetorical strategies used to make arguments in a variety of situations and for a range of audiences from diverse backgrounds and experiences;

EO2 Understand the ethical and cultural dimensions of argument;

EO3 Recognize lines of reasoning, including inductive processes, deductive processes, and formal and informal fallacies of language and thought;

EO4 Distinguish matters of fact from issues of judgment or opinion and use them appropriately to reach well-supported factual or judgmental conclusions;

EO5 Analyze and evaluate arguments using the principles of rhetoric and formal logic;

EO6 Compose oral or written arguments that advocate on issues of social import using sound reasoning and evidence.

A3 Criteria

The course proposal and expanded course outline for courses in A3 must clearly indicate how the course meets *each* of the following criteria:

CR1 Enrollment prerequisites list completion of Area A2;

CR2 Students complete at least one writing project focused on analysis and/or argumentation;

CR3 Meet all other criteria for GE writing-intensive courses (GE Writing Intensive Requirements);

CR4 Instructional materials and course content (e.g., readings, examples used in class, course assignments) incorporate contributions made by individuals from diverse and/or underrepresented groups;

CR5 As appropriate, address issues of sustainability;

CR6 Course capacity is set at 18–24 students or fewer.

Scientific Inquiry and Quantitative Reasoning

Area B

In Area B students will develop a basic understanding of the nature, scope, successes and limitations of mathematics, statistics, computer science, as well as the physical and life sciences. Lower-division Area B courses introduce fundamental concepts of each discipline, and as a result should not be interdisciplinary in nature. For all students these courses provide a foundation for understanding and navigating an increasingly technological society. Consequently, courses should place the basic knowledge presented in a larger context and show the breadth of application to other disciplines and/or daily life. In addition, students also learn to make reasoned arguments based on qualitative and quantitative evidence/data in these courses. An integral part of our polytechnic identity, these courses also provide essential foundational knowledge for more advanced study in mathematics, statistics, computer science, the physical and life sciences, and engineering. As a result, these courses also emphasize analyzing mathematical, statistical, scientific, and computational problems using logic, fundamental principles, and quantitative analysis. Courses in this area should include an appropriate writing component as a way for students to develop and demonstrate their understanding of basic scientific, mathematical, statistical, and computational concepts.

Physical Sciences – B1

The physical sciences include astronomy, chemistry, geology, physics and related subjects that explore the non-living world.

B1 Educational Objectives

After completing an Area B1 course, students should be able to:

EO1 Describe the processes by which scientific knowledge is generated, including systematic observation and hypothesis-driven experimentation (including the ability to generate testable predictions), leading to the creation and/or refinement of theories used in the physical sciences;

EO2 Analyze scientific problems using logic, fundamental principles in the physical sciences, and quantitative analysis, including: identifying whether additional information is needed, obtaining and evaluating appropriate information, and applying it to a specific problem in the physical sciences;

EO3 Describe the science that underlies phenomena related to topics which arise in other disciplines and/or daily life;

EO4 Articulate fundamental scientific concepts using appropriate vocabulary;

EO5 Identify and evaluate the limits of models, data, and/or analytical techniques;

EO6 Write about scientific concepts and ideas clearly and make reasoned arguments based on qualitative and quantitative evidence/data.

B1 Criteria

The course proposal and expanded course outline for courses in B1 must clearly indicate how the course meets each of the following criteria:

CR1 Develop the skills and foundational knowledge needed to study topics presented in upper division area B courses;

CR2 Require disciplinary appropriate writing assignments that comprise at least 10% of overall course grade (e.g., lab reports, math proofs, essay questions, word problems, exam questions).

Life Sciences – B2

B2 Educational Objectives

After completing an Area B2 course, students should be able to:

EO1 Describe the processes by which scientific knowledge is generated, including systematic observation and hypothesis-driven experimentation (including the ability to generate testable predictions), leading to the creation and/or refinement of existing theories that are used in the life sciences;

EO2 Describe and explain one or more of the major themes in the life sciences;

EO3 Analyze scientific problems using logic, fundamental principles in the life sciences, and quantitative analysis, including: identifying whether additional information is needed, obtaining and evaluating appropriate information, and applying it to a specific problem in the life sciences;

EO4 Describe the science that underlies phenomena related to topics which arise in other disciplines and/or daily life;

EO5 Articulate fundamental scientific concepts using appropriate vocabulary;

EO6 Identify and evaluate the limits of models, data, and/or analytical techniques;

EO7 Write about scientific concepts and ideas clearly and make reasoned arguments based on qualitative and quantitative evidence/data.

B2 Criteria

The course proposal and expanded course outline for courses in B2 must clearly indicate how the course meets each of the following criteria:

CR1 Develop the skills and foundational knowledge needed to study topics presented in upper division area B courses;

CR 2 Describe and explain at least one of the major themes in the life sciences: a) the molecular, cellular, genetic, and physiological mechanisms underlying life; b) the evolution and diversity of life; c) ecological interactions of organisms with each other and with their environment;

CR3 Require disciplinary appropriate writing assignments that comprise at least 10% of overall course grade (e.g., lab reports, math proofs, essay questions, word problems, exam questions).

Laboratory Experiences – B3

B3 Educational Objectives

Students typically satisfy B3 requirements while simultaneously taking a B1 or B2 course. After completing an Area B3 course, students should be able to:

EO1 Demonstrate the ability to apply hands-on disciplinary practices associated with the life sciences and/or physical sciences in a lab, observational, and/or other experimental setting;

EO2 Formulate, refine, and evaluate empirically predictions and/or problems using models and simulations that predict and show relationships among variables between systems and their components in the natural, physical, and/or designed worlds;

EO3 Design and conduct an investigation to answer questions by providing evidence for and testing conceptual, mathematical, statistical, physical, and/or empirical models;

EO4 Analyze and interpret data using tools, technologies, and/or models (e.g., computational, mathematical, statistical) to make valid and reliable scientific claims;

EO5 Apply scientific reasoning, theory, and/or models to construct explanations and/or designs that are supported by multiple and independent sources of evidence and address counter-arguments;

EO6 Construct, use, and present arguments or counter-arguments based on data and evidence;

EO7 Write about scientific concepts and ideas clearly and make reasoned arguments based on qualitative and quantitative evidence/data

EO8 Work collaboratively in groups with people who have ideas, beliefs, attitudes, and behaviors that are different from their own.

Mathematics/Quantitative Reasoning – B4

B4 Educational Objectives

Mathematics/quantitative reasoning includes mathematics, statistics, and computer science. Area B4 should not exclusively focus on learning a programming language.

After completing an area B4 course, students should be able to:

EO1 Analyze mathematical, statistical, and computational problems using mathematical abstraction, logic, and fundamental principles and techniques of the mathematical or statistical sciences;

EO2 Describe the quantitative aspects that underlie phenomena related to topics which arise in other disciplines and/or daily life;

EO3 Apply techniques in mathematics, statistics, and/or computer science to formulate and develop strategies to solve problems in other disciplines and/or daily life;

EO4 Articulate fundamental mathematical, statistical, and/or computational concepts using appropriate vocabulary;

EO5 Identify and evaluate the limits of models, data, analytical techniques, and/or computational techniques;

EO6 Demonstrate proficiency and fluency in using mathematical abstraction, computation, logic and/or statistical analysis to reason quantitatively and qualitatively.

B4 Criteria

The course proposal and expanded course outline for courses in B4 must clearly indicate how the course meets each of the following criteria:

CR1 Develop the skills and knowledge needed to study more advanced topics presented in upper division area B courses;

CR2 Require disciplinary appropriate writing assignments that comprise at least 10% of overall course grade (e.g., lab reports, math proofs, essay questions, word problems, exam questions).

Upper-Division B

Upper Division B applies the basic scientific, mathematical, statistical and/or computational knowledge developed in lower division B courses to the in-depth study of topic(s) in these areas. Upper division B courses may allow students to meaningfully engage with problems in a new or more advanced area of mathematics, statistics, the physical or natural sciences, or computer science and emphasize depth over breadth. Alternatively, upper division courses may integrate core concepts from lower division courses in Area B and other disciplines to address scientific and/or technological decision making. These courses should explore the interplay between science, mathematics, statistics, and/or computer science and social, commercial and/or economic considerations in making rational, ethical, and humane decisions. These courses may be interdisciplinary in nature. All courses in this area should include an appropriate writing component as a way for students to develop and demonstrate their understanding of basic scientific, mathematical, statistical, and computational concepts.

Upper-Division B Educational Objectives

After completing an Upper Division B course, students should be able to:

EO1 Integrate the concepts from lower-division courses in Area B;

EO2 Use quantitative evidence to support an idea or argument, in alternative forms, including visual and/or written form;

EO3 Satisfy at least one of the following objectives:

- a) Apply the fundamental scientific, mathematical, statistical, or computational concepts from the lower-division courses to address and meaningfully engage with problems in new or more advanced areas.
- b) Articulate the considerations (which may include scientific, mathematical, computational, technical, economic, commercial, and social) that are necessary for making rational, ethical, and humane scientific and/or technological decisions.

Upper-Division B Criteria

The course proposal and expanded course outline for courses in B2 must clearly indicate how the course meets each of the following criteria:

CR1 Course requires at least completion of A1 Oral Communication, A2 Written Communication, and A3 Critical Thinking, and B4 Mathematics/Quantitative Reasoning as pursuant to EO 1100-Revised (section 2.2.3); some courses will require additional pre-requisites as course content dictates;

CR2 Require disciplinary appropriate writing assignments that comprise at least 10% of overall course grade.

Adopted:

**ACADEMIC SENATE
of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA**

AS-____-19

**RESOLUTION ON UPDATING USCP REVIEW COMMITTEE MEMBERSHIP AND
RESPONSIBILITIES**

- 1 WHEREAS, The current responsibilities of the USCP Review Committee (as approved by AS-
2 836-17: Resolution on Aligning USCP Criteria to Diversity Learning Objectives
3 with Oversight by the GE Governance Board) is limited to USCP curricular
4 review, library oversight as it relates to curriculum, and other curricular issues as
5 charged; and
6
- 7 WHEREAS, Cal Poly's USCP requirement is a university-level rather than a General
8 Education requirement; and
9
- 10 WHEREAS, The current membership of the USCP Review Committee has only one at-large
11 faculty member with USCP teaching experience and no student representation;
12 therefore be
13
- 14 RESOLVED: That the changes to the committee's membership and responsibilities in the
15 attached revision to the Academic Senate bylaws be adopted; and be it further
16
- 17 RESOLVED: That the Academic Senate Bylaw I.7(b)3(e), which states that the GEGB's
18 responsibilities include "Oversight of USCP courses, including the review of new
19 course proposals and modifications," be deleted.

Proposed by: Dustin Stegner
Chair, Academic Senate
Date: May 14, 2019

12. USCP Review Committee

(a) Membership

The Chair of the Academic Senate Curriculum Committee, the Chair of Ethnic Studies, ~~the Chair of the General Education Governance Board (GEGB)~~, the Chair of Women's & Gender Studies, and ~~an~~ two at-large faculty members with USCP teaching experience and/or teaching experience related to diversity issues as voting members. Ex Officio non-voting members shall be the Vice President and Chief Officer for Diversity and Inclusion or designee, ~~and~~ the CTLT Inclusive Excellence Specialist or designee, and an ASI student representative.

(b) Responsibilities

The committee shall decide on new and existing United States Cultural Pluralism (USCP) courses. In addition, the committee, shall periodically perform curricular review and evaluation of USCP courses and, when appropriate, work with the Academic Senate Curriculum Committee to review and update USCP learning outcomes and course requirements (as indicated in Academic Senate Bylaws I.2.(b)).

Adopted:

**ACADEMIC SENATE
of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA**

AS-__-19

**RESOLUTION ESTABLISHING THE ACADEMIC SENATE DIVERSITY
COMMITTEE**

- 1 WHEREAS, The Academic Senate currently has no standing committee to engage issues
2 related to diversity, equity, and inclusivity; and
3
- 4 WHEREAS, Cal Poly's administration has demonstrated its commitment to issues related to
5 diversity through formation of the Office of University Diversity and Inclusivity
6 and the ASI Board of Directors has established a Diversity and Inclusion
7 Committee and an ASI Secretary of Diversity and Inclusion Executive Cabinet
8 Position; and
9
- 10 WHEREAS, The Academic Senate recognizes the importance of diversity, inclusivity, and
11 equity for improving campus climate; therefore, be it
12
- 13 RESOLVED: That the Academic Senate establish a standing Diversity Committee; and be it
14 further
15
- 16 RESOLVED: That the voting committee membership listed in the Academic Senate Bylaws be
17 updated to correspond to the Academic Senate Bylaws, Section VIII.B,
18 "committees shall include one voting General Faculty representative from each
19 college and Professional Consultative Services," and the updated non-voting, ex-
20 officio committee members outlined in the attached revision to the Academic
21 Senate Bylaws be adopted; and be it further
22
- 23 RESOLVED: That the changes to the committee's responsibilities in the attached revision to the
24 Academic Senate bylaws be adopted.

Proposed by: Dustin Stegner
Chair, Academic Senate
Date: May 14, 2019

I. 13. Diversity Committee

(a) Membership

Ex officio members shall be the Vice President and Chief Officer for Diversity and Inclusion or designee, the Senior Vice Provost of Academic Programs and Planning or designee, the Chair of Ethnic Studies or designee, the Chair of Women's and Gender Studies or designee, the CTLT Inclusive Excellence Specialist or designee, and an ASI student representative.

(b) Responsibilities

The Academic Senate Diversity Committee identifies strategies for ensuring diversity, equity, and inclusivity at Cal Poly. The committee informs and makes recommendations to the Academic Senate on these issues, evaluates related university policies and procedures, and collaborates with stakeholders across campus, including the Office of University Diversity and Equity, Academic Affairs, and appropriate student groups.

Adopted:

**ACADEMIC SENATE
of
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, CA**

AS-____-19

RESOLUTION ON UPDATING THE DIVERSITY LEARNING OBJECTIVES

- 1 WHEREAS, Cal Poly's Diversity Learning Objectives were established as an addendum to the
2 University Learning Objectives by AS-663-08; and,
3
4 WHEREAS, Cal Poly's current Diversity Learning Objectives serve as a basis for the United States
5 Cultural Pluralism as established by AS-836-17; and,
6
7 WHEREAS, The Diversity and Inclusion Working Group for the General Education Governance
8 Board, the Office of University Diversity and Inclusion, and the General Education
9 Governance Board felt that the current diversity learning objectives needed to be clarified
10 and updated to map better to USCP criteria; therefore, be it
11
12 RESOLVED: That the Academic Senate of Cal Poly approve the attached revised *Diversity Learning*
13 *Objectives* which immediately replace and supersede the previous Diversity Learning
14 Objectives established in AS-663-08.

Proposed by: General Education Governance Board &
Office of University Diversity & Inclusion
Date: May 14, 2019

The Diversity Learning Objectives (DLOs) were established in 2008 as an addendum to the University Learning Objectives (ULOs) in AS-663-08. Then, in AS-836-17, the DLOs were required to be aligned with USCP criteria. The following Diversity Learning Objectives update the existing DLOs in AS-663-08 in order to create more assessable objectives; and, these updated DLOs appropriately map to all United States Cultural Pluralism criteria as required by AS-836-17. Finally, the updated DLOs map to Article 4 of CSU Executive Order 1100r as a way for the university to maintain curricular cohesion.

As a result, according to the DLOs as adopted in 2008 and updated in this resolution, all Cal Poly graduates should be able to:

1. Recognize and understand the contributions to knowledge and civilization that have been made by members of diverse cultural and gender groups and other historically marginalized people in the United States and across the world¹;
2. Demonstrate an understanding of the history of issues related to diversity, social and economic inequities, and political power in the United States and across the world;
3. Analyze the current social, political, artistic, and/or economic lives of historically marginalized people in the United States and/or in another country outside of the United States;
4. Analyze the various institutions and structures that create and maintain social, economic, and political inequality in the United States and across the world;
5. Define and describe the various issues related to diversity, equity, and inclusion in their respective disciplines.
6. Critically examine their own personal beliefs, attitudes, and biases about historically marginalized people and their cultures in the United States and across the world.

¹ Note: This NEW DLO is directly adapted from Article 4 of CSU Executive Order 1100R that reads: "Instruction approved to fulfill the following [General Education] subject area distribution requirements should recognize the contributions to knowledge and civilization that have been made by members of diverse cultural and gender groups."

BACKGROUND INFORMATION:

Resolution [AS-651-06](#) established the University Learning Objectives (ULOs) as a broadly shared set of educational expectations for all students who complete an undergraduate or graduate program at Cal Poly.

[AS-663-08](#) is a resolution that establishes the Diversity Learning Objectives (DLOs) as an addendum to the ULOs especially as ULO 6 requires that all Cal Poly graduates should “make reasoned decisions based on an understanding of ethics, a respect for diversity, and an awareness of issues related to sustainability.”

Resolution [AS-836-17](#) aligns USCP criteria with the Diversity Learning Objectives.

CURRENT DLOs

According to the DLOs, as revised in 2017, all Cal Poly graduates should be able to:

1. Demonstrate an understanding of relationships between diversity, inequality, and social, economic, and political power both in the United States and globally
2. Demonstrate an understanding of contributions made by individuals from diverse and/or underrepresented groups to our local, national, and global communities
3. Critically examine their own attitudes about diverse and/or underrepresented groups
4. Consider perspectives of diverse groups to inform reasonable decisions
5. Function as members of society and as professionals with people who have ideas, beliefs, attitudes, and behaviors that are different from their own.